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ABSTRACT

This fourteenth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in understanding the unique learning characteristics of different groups of students and in planning instruction so that the specific needs of slower and more capable learners can be adequately met. Introductory sections relate the competencies deal with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, a planning checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED119078

MODULE

C-14

Provide Instruction for Slower and More Capable Learners

MODULE C-14 OF CATEGORY C—INSTRUCTIONAL EXECUTION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of ElHDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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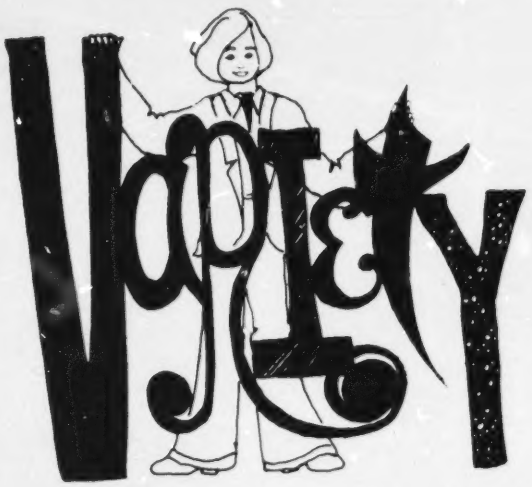
The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Vocational classes, like most classes, are generally made up of students with a variety of backgrounds, abilities, motivations, and interests. This variety makes teaching a fascinating activity, but it also creates problems for the teacher in planning and presenting instruction.



Students who learn slowly but persistently, and to whom learning comes only with difficulty, require and deserve learning experiences designed to fit their learning patterns and to help them achieve to their highest level of potential. Students who progress without much trouble, and who learn rapidly and easily, also deserve the same considerations and opportunities.

Care must be used in dealing with students who have differing learning rates and capacities. Categorizing or pigeon-holing students according to their learning rates can do injustice and damage to individual students. In general, however, "slower learners" are students who simply require more time to reach their educational goals. "Less capable learners" usually seem to have definite upper limits to their learning and achievement level.

"More capable learners" appear to learn quickly without undue effort, while the "gifted learner" has truly unusual creative powers and retains knowledge easily. All of these groups of students share a common characteristic, however—they are all deserving human beings worthy of the teacher's best efforts to help them reach their chosen vocational goals.

Your task in planning instruction for students with a range of learning styles is to fit the teaching method to the needs of the students. You must be aware of your students' individual learning differences, willing to expend the effort to plan for their needs, and sensitive to their responses to various approaches.

While doing this, it is important for you to keep in mind that very often **student motivation** is more important than native ability, and **good teaching** is frequently more vital than a particular learning ability in achieving student success.

This module is designed to make you aware of the unique learning characteristics of different groups of students, and to give you skill in planning your instruction so that the specific needs of slower and more capable learners can be adequately met.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, provide instruction for slower and more capable learners. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28 (*Learning Experience III*).

Enabling Objectives

1. After completing the required reading, demonstrate knowledge of the characteristics of slower and more capable learners, and of how to plan instruction to meet their individual needs (*Learning Experience I*).
2. Given descriptions of hypothetical slower and more capable learners, plan a lesson designed to meet the needs of those students (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Weaver, Frank B. *Helping Slow Learners and Undereducated Adults.* Brentwood, MD: Class National Publishing, 1971.

Learning Experience II

Required

A resource person to evaluate your competency in preparing a lesson plan designed to meet the needs of slower and more capable learners.

Optional

A resource person to evaluate the overall adequacy of your lesson plan.

Learning Experience III

Required

An actual school situation in which you can provide instruction for slower and more capable learners.

A resource person to assess your competency in providing instruction for slower and more capable learners.

This module covers performance element numbers 104, 106 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

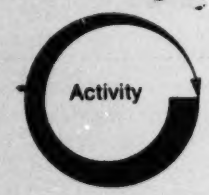
Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the characteristics of slower and more capable learners, and of how to plan instruction to meet their individual needs.

You will be reading the information sheet, Planning Instruction for Slower and More Capable Learners, pp. 6–13.

You may wish to read the supplementary reference, Weaver, *Helping Slow Learners and Undereducated Adults*, pp. 1–12 and 110–125.



You will be demonstrating knowledge of the characteristics of slower and more capable learners and of how to plan instruction to meet their individual needs, by completing the Self-Check, pp. 14–15.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 17–18.

Activity

For information about the learning characteristics of slower and more capable learners, and the teaching techniques that can help the teacher meet their individual needs, read the following information sheet:

PLANNING INSTRUCTION FOR SLOWER AND MORE CAPABLE LEARNERS

The vocational teacher who is presenting a lesson to a group of students is confronting individuals with a considerable range of learning capabilities and characteristics. There may be students in the class who learn well but need time to do it, a larger group who can be considered average in their learning abilities, and perhaps a few for whom learning is very easy and rapid.

In many cases, teachers tend to prepare lessons for that majority of students who fall in the "average learner" category. However, this neglects the needs of the slower and more capable learners who may comprise almost half the class.

In preparing for instruction, therefore, you, as a vocational teacher, need to take into consideration the special needs and learning characteristics of the slower and more capable learners as well as the "average" learners. You need to plan to use teaching techniques that will help all your students reach their highest learning potential.

It is always hazardous to classify students as "slow students," "average students," or "intellectually gifted." Students who learn slowly and with difficulty are diverse in nature, ability, background, and personality. Perhaps their only common characteristic is that they have progressed far enough in their schooling to be enrolled in a vocational program, yet their achievement (as measured by past records and teacher evaluations) is below that of their fellow students.

Many slower learners need more time and practice to learn, but by persistent effort they ultimately reach their educational goals. On the other hand, some students learn so rapidly and easily that they get bored, inattentive, and careless in their work. As a result, they reach a far lower level of success than they might well reach. Because of the nature of vocational education and its demands on students, however, you are unlikely to have the extremes of very slow or highly gifted learners in your class.

Most people would now agree that teachers and schools should help all students, of whatever native abilities, to achieve as much as they are capable. In addition, they should evaluate students as individuals rather than according to rigid standards. There are some unique problems in this for the vocational teacher, however. The accepted standards of performance in the occupational specialty must be maintained and, in some fields, students must be trained to pass state licensure examinations.

Yet, there are varying levels of proficiency in almost every occupational specialty that can accommodate workers with a wide range of abilities. If an individual can't learn well enough to be a tool and die maker, that person may be able to be a drillpress operator. If an individual can't achieve the position of food service manager, he/she may be an excellent salad maker. It is a responsibility of the vocational teacher to plan instruction so all may learn.[1] It is not sufficient for a teacher to contend, "I have set up high standards for my program and if certain students can't progress along with the rest of the class, they probably should change their vocational plans."

1. To gain skill in individualizing instruction, you may wish to refer to Module C–18, *Individualize Instruction.*

Characteristics of Slower and More Capable Learners

In order to plan lessons for students with a range of learning characteristics, you need to be aware of the learning behavior of students. As you observe students working in the classroom and laboratory, you can become sensitive to the special needs and limitations of each individual. To help you recognize and respond to these special needs and limitations, you need an understanding of the general characteristics of slower and more capable learners. Following are lists of these characteristics.

General Characteristics of Slower Learners

These learners tend—

- to have low reading abilities (best single indicator and shows high correlation with intelligence)
- not to be aggressive or highly competitive
- to learn physically (i.e., understand a concept best if they do something with it with their hands)
- to be able to deal with the real and concrete far better than the abstract and theoretical
- to have difficulty in handling relationships such as size, time, and space
- to be limited in self-direction, personnel initiative, and overcoming obstacles (e.g., are dependent on others)
- to enjoy the company of peers or of people younger than themselves
- to accept people and information as they are (e.g., do not question or demand)
- to have relatively short attention spans, low levels of concentration, and little organization
- to be interested in the present, the immediate environment, and often act on impulse
- to be generally uncommunicative

- to be comfortable with repetitive work, drill, routine, and manual work
- to be emotionally unstable, with high rate of absenteeism

General Characteristics of More Capable Learners

These learners tend—

- to have good reading ability and to enjoy reading

- to be verbal and communicative (e.g., possess an extensive vocabulary)
- to be generally aggressive and competitive in the scholastic situation
- to be independent, initiating more activities on their own, more frequently attempting to overcome obstacles by themselves
- to be able to deal with abstract concepts and theoretical ideas
- to be able to generalize, see relationships, and to visualize
- to have relatively long attention spans and ability to concentrate
- to respond positively to pressure, expectations, and stress
- to be interested in the overall environment over a long time span
- to have the ability to delay gratification for long-term goals
- to get bored by repetition and routine, and often seek new stimuli
- to be able to take broad steps in the learning process (e.g., are impatient with detailed instructions and short tasks)

Being familiar with these statements of learner characteristics can help you identify types of learners, but such statements must be applied with caution and good sense to individual cases. It is important to understand that these identified learner characteristics are very generalized. If a student exhibits any one or two characteristics, it does not necessarily place that student in a particular category.

It should also be apparent that "slow" is not a synonym for "dull." For some students, slowness is an important feature of their mental, and perhaps physical, style. This type of individual may have considerable creative potential. Most importantly, you should not equate the terms "slow learner" with "bad," and "rapid learner" with "good." The class is not composed of bad or good students, but of individuals with differing needs and innate characteristics.

Planning Instruction for Slower and More Capable Learners

Before planning instruction for the slower and more capable learners in the class, you must begin to know the students, their individual personalities, and their needs. You are in a good position to get to know your students well because of the typically close relationships, longer class periods, and informal work environment of the vocational laboratory.

In addition to gaining understanding about their learning capacities by observing their activities in the lab, you can also get valuable information about students from official school records. These records may include the overall scholastic record, reports from a psychologist or doctor, notes on special achievements or awards, and results of tests of intelligence, verbal aptitude, numerical aptitude, and mechanical comprehension.

You may also seek to better understand your students by asking them to fill in a personal information sheet or write a short personal history covering a given list of items. It is essential, of course, that only information really relevant and valuable to the vocational program be sought, and that all information about the student be held in strict professional confidence.

Students may also be given special tests appropriate to the specific vocational field. There are standardized tests available for such aptitudes as visual relationships (e.g., for drafting students), dexterity (e.g., for dental technicians), mathematics (e.g., for electronic technicians), color discrimination (e.g., for interior decorators), coordination (e.g., for machinists), human relations (e.g., for restaurant managers), and many others. School guidance personnel can assist in locating suitable tests and interpreting the results.

Students need instructional material written specifically for their reading level, age group, and general learning patterns. In addition to using standard references and textbooks, you can find written materials designed for the lower reading levels of slower learners.

If these are not available, you can produce instructional materials with easy-to-follow procedures, complete with clear illustrations and explicit directions. If you know your group well, these materials can be pitched at just the right level for the students who will use them. On the other hand, you can challenge the more capable learner and good reader with books and articles originally intended for college students or practicing technicians.[2]

It is vital that all students in the class, whatever their learning capacities, be provided with opportunities for frequent success. This is a crucial factor in motivating students toward further learning and maintaining the self-esteem that leads to realistic confidence and continued effort. In the laboratory, for example, you can arrange for beginning tasks at which every student can succeed, thus providing successful experiences on which to build a final acceptable performance. As the student is able to succeed, you can aim higher, constantly expecting more and working for higher levels of achievement.

Unfortunately, some vocational programs are organized as though it would somehow be easier for students to change their own needs and abilities than for the teacher to modify the program's demands. As educators, we should seek to change these programs to adequately reflect the needs, interests, and abilities of all students.[3]

To plan instruction for slower learners and gifted learners, as well as average learners, you must develop flexibility and be experimentally minded. Each student learns in a somewhat different way from others. Thus, you may need to attempt a number of techniques and approaches before finding the ones that have the right combination of challenge and success for each student. Because so little is known about individual learning characteristics, it can be said generally that whatever works, is right.

2. To gain skill in selecting and preparing instructional materials, you may wish to refer to Module B–5, *Select Student Instructional Materials*, and Module B–6, *Prepare Teacher-Made Instructional Materials*.

3. To gain skill in determining needs and interests of students, you may wish to refer to Module B–1, *Determine Needs and Interests of Students*.

Techniques for the Slower Learner

Given the previously mentioned general learning characteristics of the slower learner, it is possible to suggest teaching techniques that will best suit these individuals. As you read the following list of techniques, try to think of ways to apply them to your own particular occupational specialty and teaching situation.

- **Provide opportunities for plenty of practice and drill.**—Practice can strengthen the bonds of learning and lead to greater and longer retention. A number of projects and problems that contain similar skills or understandings can be assigned so the student can thoroughly learn the new material without boredom.
- **Provide the time necessary to learn.**—If the slower learner needs more time to master the new subject, arrange for the student to have the time—even if it involves changing a well-planned schedule somewhat. Some ways to provide more time are: open laboratory time after school, special small-group learning sessions, additional time allowed for homework problems.
- **Teach visually.**—Slower students can profit more from seeing a skill demonstrated well than from a verbal discussion. A well-presented (or repeated) demonstration helps to clear up what might otherwise be confusing or meaningless. There is also the psychological effect on the students of seeing that the operation can actually be done, giving them the confidence to duplicate the teacher's performance. Use a great many types of visual aids, constantly supporting verbal instruction with good, clear visual images. Visual devices that the student can use whenever he/she needs to refresh his/her memory (such as a wall chart of how to sharpen a tool) may be particularly helpful.
- **Utilize real experiences related to the classroom instruction.**—Field trips specially planned to show certain operations being performed will help. Several short field experiences with definite objectives are better than one or two long trips with many confusing impressions. If possible, help students get work in real experiences early, even if the tasks are low level.
- **During instruction, make the new relationships clear.**—Do not expect the students to figure out the relationships in the new subject matter. Relate the part to the whole—the specific operation you are teaching to the completed job (e.g., show how the mitered hem corner is used in the finished garment). Relate the abstract principle to the concrete object (e.g., in aviation mechanics, the principles of hydraulics can be simultaneously related to the aircraft's actual control system). Deliberately show how the new material is related to what the student already has learned (e.g., in health services, learning how to take a blood-pressure reading can be related to what the student already knows about taking a pulse).
- **Use a physical approach to learning.**—Use a hands-on approach by providing models or real objects for the student to manipulate. Let the students try out the controls to see what happens, handle the device so he/she can look at it from all sides, make a "dry run" of the technique before actually attempting the operation. Arrange for the first attempts at a new process to be free of serious consequences if a mistake is made (e.g., barber schools have their students practice shaving soap-covered rubber balloons before attacking real live customers). The hands-on approach takes more time, but again, you should provide the time if it is needed.
- **Teach by small steps.**—Slower learners need to know each step of the job from beginning to completion. They may need to be

led carefully through the whole process before they can do it themselves. You cannot assume that they will be able to fill in instructional gaps by themselves, or that they will naturally transfer past learning to the new experience. For example, in appliance repair, each step in the trouble-shooting process may have to be carefully delineated, organized, and demonstrated.

- **Use learning devices or games to aid retention.**—Associate facts and terminology with rhymes, tunes, acronyms, or other memory devices to help the slower learner to remember. Obviously, care must be taken to suit the learning device to the maturity of the student. Just as we learn as children to remember which months have 30 or 31 days by counting on our knuckles, or by reciting "Thirty days hath September . . . ," so other devices can be invented by the teacher to aid students. For example, the printing teacher may help his/her students learn the layout of lower case letters in the type case by telling them to "**b**e careful **d**riving **e**lephants In **s**mall **F**ord **g**arages." The first letter of each word in this phrase indicates the correct sequence. Vocational periodical literature is full of descriptions of other devices which teachers have found to be helpful.
- **Teach basic "know-how."**—This "know-how" is something that teachers often take for granted—such as knowing how to take tests, how to get a job, how to appear for an interview, how to fill out a form, and how to listen. The last, how to listen, is particularly important for students who have long learned to shut out confusion, noise, and teacher's talk in order to isolate themselves. A practical example of teaching "know-how" is that of preparing students to take the state licensure examination in cosmetology. Not only do the students need to know the information and skills to be tested, but they should be prepared for the examination situation itself.
- **Utilize a reward system for good work.**—Slower learners especially, respond to reward in any form. At first, this may be a reward of value, such as small prizes or gifts. Later, as students progress in their learning, the reward for fine performance may be simply your praise, a special privilege, a smile, a pat on the back, or a class display of the student's work.[4]
- **Provide an atmosphere of low tension and low stress.**—Less capable learners do not function well in stress situations, but tend to become anxious, forget what they have learned, and make mistakes. You should develop a learning situation in which the student's honest errors can be tolerated, where the pressure to produce against time is minimal, and where ridicule from other students is absent.
- **Use individualized learning materials whenever possible.**—With well-selected materials, the slower learner can progress at his/her own rate and use learning techniques developed for his/her own learning style. Less capable learners tend to have higher absentee rates, so materials that permit them to catch up when they do return to class will help prevent them from falling hopelessly behind the rest of the group.

4. To gain skill in reinforcement techniques, you may wish to refer to Module C-13, *Employ Reinforcement Techniques.*

Techniques for the More Capable Learner

More capable learners, too, deserve to have instruction planned for their unique abilities and needs. You cannot assume that the especially able learners will naturally be excellent students and will achieve to their highest potential. It may be that because these students learn readily, they will become bored or frustrated in their progress, and lose interest in their vocational work.

The real and basic problem for you as the teacher, then, is to keep the more capable learners challenged with meaningful opportunities to learn. The general characteristics of able learners suggest the following instructional strategies.

- **Keep the more capable learners challenged with new material.**—It is important that you have prepared new activities for the students, and are ready to present them to the students as soon as they have finished the last task. The additional activity should not be simply further repetition of what has already been accomplished, but advanced work designed to extend the students' abilities. It is often effective to have the able students suggest plans for themselves that go beyond normal classroom work.
- **Maintain high expectations.**—More capable learners respond well to reasonable scholastic pressure. High expectations by the teacher lead to high expectations by students for themselves, and they tend to work hard to live up to them. You should accept only high quality work from the students, and not allow them to become satisfied with mediocre performance.
- **Evaluate students' work with care and thoughtfulness.**—Like others, more able learners need praise and reward for exceptional results. However, they also respond positively to expert criticism of their efforts and probing questions about their knowledge. They need to be made aware that there is always more to learn. You should ask students **why** they did what they did, as well as **how** they accomplished their jobs.
- **Use discovery techniques.**—In laboratory as well as class work, purposely omit some instruction, insert some difficulties into the job, or leave some problems unresolved for students to overcome by themselves. Provide an opportunity for the more able learners to fill in the gaps by applying what they have already learned.
- **Use learning activities involving creativity and communication skills.**—A few examples follow:

  Independent Study.—A student can select a related area or phase of the lesson and do more in-depth work in that area (e.g., a student reads an article on new developments in solid-state electronics; another experiments with a new hair coloring technique).

  Group Work.—Several more capable learners may select an area of mutual interest to study as a group. A class report could conclude the work (e.g., students in watch repair carry out a survey of the current demand for watchmakers in the community).

  Technical Reports.—Individuals or teams can do library research or laboratory experiments and prepare reports of their work either in written or oral form.

  Leadership Opportunities.—A student may be able to tutor another student, direct a group of students in an activity, serve as a teacher's aide, or prepare a demonstration to present to the class.

  Use of Community Resources.—A student can arrange to visit a person or place in the community to gain further knowledge, or to become involved in a related community project (e.g., an office practice student works as a volunteer in the office of a local charitable organization).

  Creative and Inventive Activities.—A truly unusual student might do valuable creative work that could make a contribution to the field. Opportunity for this to happen should be provided (e.g., an agriculture student devises a new piece of farm equipment; a home economics student develops a salable toy for infants).

An Example of Planning for Slower and More Capable Learners

The following example illustrates how a vocational teacher might develop lesson plans that provide for the particular needs of various types of students in the class. Mr. Schwartz is planning a lesson, the objective of which is to introduce the rather abstract concept of hardening metal. He knows that (1) five of his students have already mastered the concept, but two of them are uncomfortable leading groups, (2) four of his students have difficulty mastering new material when it is abstract, and (3) four of his students have difficulty with reading.

He decides to have small group presentations, using the three students who have mastered metal hardening and himself as group leaders. He locates some small models which illustrate the molecular structure of steel which can be used, and prepares some samples of normal hardened steel for the class to test. He includes in the presentation the names of several companies in the community where the concept is being put into practice.

Following the presentation, the students will exhibit their mastery of the concept in the laboratory with group leaders acting as supervisors and advisors. In addition to the written instructions for the experiment, he has taped the instructions, step-by-step, on an audiotape.

Furthermore, he has located a film loop on metal heat treatment which explains the abstract concept. Thus, students who did not retain the information given in the presentation can review the material. He also devises several other hands-on experiments illustrating the same concept for students who fail to master the material during this first go-around.

Finally, he generates a list of special projects which call for work in related areas. The two students who have mastered the concept, but who have trouble in front of groups, could select a project from this list to work on as a group or independently while the rest of the class is pursuing the same material.

He knows the list is not complete, but it will serve to at least start them thinking of a project to do. Further, the list can be used following the lab if more students are interested in pursuing the subject further.

Mr. Schwartz planned his lesson on the basis of his prior knowledge of his students. He attempted to include experiences that were challenging to all, yet allowed even the least capable of the students to succeed. He provided each individual an opportunity to learn in his/her own way and to achieve as much as he/she could.

In order to make sure that his assumptions were correct and that each student's needs were being met, Mr. Schwartz made frequent observations and evaluations of the students' work. From the slowest to the most gifted, each student was able to feel that he/she was an important member of the class in this learning unit, and each completed the job in a manner of which he/she could be proud.

You may wish to read Weaver, *Helping Slow Learners and Undereducated Adults*, pp. 1–12 and 110–125. The information contained in this reference will be particularly relevant if you are teaching at the post-secondary or community college level. It offers additional information and teaching suggestions for instructing slower or undereducated adults.

The following items check your comprehension of the material in the information sheet, Planning Instruction for Slower and More Capable Learners, pp. 6–13. Each of the six items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Explain why laboratory work is an especially appropriate method for teaching slow learners.

2. How might you as a teacher be able to find out whether a student has limited learning capabilities or is simply unmotivated and uninterested in the classwork?

3. Why might a vocational teacher find it demanding to have a rapid or gifted learner in the class?

4. Does a student's basic learning ability fully determine the success the student will have in the vocational field? Explain.

5. How can a vocational teacher help the student who is a poor reader to learn the skills and knowledge essential to success in the program?

6. Describe some ways in which the slower learners in the class might benefit from the results of a special learning experience undertaken by a more gifted class member.

NOTES

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Laboratory work in vocational education includes the kinds of learning activities that the slower learner can handle best. The work is physical in that the student can feel, see, and manipulate the objects with which he/she is working, and the results can be seen, measured, or tested. The problems tend to be real and concrete rather than abstract or verbal in nature.

   When slow learners are involved in a physical activity, they find it easier to comprehend the relationships of size, time, etc. The slower learner is more comfortable with the manual work and the repetitive operations that laboratory activity involves than with classroom learning that demands communication skills.

2. To properly diagnose the learning problems of students, the teacher must do more than merely make casual observations of the individuals in the classroom. The students' cumulative records usually contain test data relative to reading ability, mathematical ability, general achievement, and perhaps intelligence. Carefully and correctly interpreted, perhaps with the help of a guidance person, this information can be compared with past and present classroom performance to gain some idea of whether the student is working up to capacity.

3. The more capable learners may well make considerable demands on the teacher, though of course the students' ultimate progress can be very gratifying to those who work with them. The more able learners tend to ask probing questions and are not satisfied with superficial responses.

   It may require a good deal of the teacher's effort to provide challenging experiences. Some of these may require special arrangements or unusual tools or materials, or involve areas of knowledge with which the teacher is not very familiar. Because the gifted learner may actually become more expert in some area than is the teacher, it requires a mature and secure teacher to accept this and allow the student to achieve as much as he/she is able.

4. Basic learning capability may set upper limits to achievement, but in most cases it is motivation, interest, and capacity for work that affect the student more immediately. Most students, like people everywhere, achieve much less than they are actually capable of. You, therefore, should concern yourself with helping the student learn most efficiently. At the same time, you need to try to maintain a high level of motivation and interest to enable the student to enter his/her chosen vocational field. You should not be unduly concerned about the ultimate limits to the student's progress.

5. The poor reader may still be able to achieve proficiency in many vocational fields if the teacher can use forms of instruction other than those relying heavily on reading. Teacher demonstrations, individual oral instruction, tutoring by other students, use of drawings and illustrations, and manual work are all examples of teaching involving a minimum of reading. At the same time, the vocational teacher can encourage improved reading skills by providing appropriate written materials and can teach vocabulary through the use of technical language.

6. Special assignments and activities undertaken by the more capable learners can benefit the slower learners in the class if the results of the work are shared with the whole group. The more capable learners can give oral reports on some special reading they have done, prepare and present demonstrations, develop teaching aids for use in the class, or act as teacher's aides during laboratory work. Because of their relationship with peers, the capable learners may in some instances be better able to communicate with slower learners than can the teacher.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Planning Instruction for Slower and More Capable Learners, pp. 6–13, or check with your resource person if necessary.

Learning Experience II

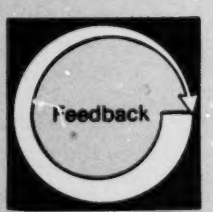
OVERVIEW

Given descriptions of hypothetical slower and more capable learners, plan a lesson designed to meet the needs of those students.

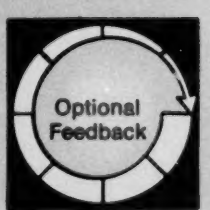
You will be reading about the characteristics of your students, p. 20.

You will be diagnosing the instructional needs of the students described.

You will be selecting a student performance objective in your occupational specialty and selecting, modifying, or developing a lesson plan designed to meet that objective, giving particular attention to the special needs of the students described.



Your competency in preparing a lesson plan designed to meet the instructional needs of the students described will be evaluated by your resource person, using the Planning Checklist, pp. 23–24.



You may also wish to have your resource person review the overall adequacy of your plan.

Read the following descriptions of the hypothetical students in your class. Out of the five students described, identify four who might well be found in classes in your occupational specialty and teaching level. As you read, begin thinking about each one's special instructional needs.

CHARACTERISTICS OF YOUR STUDENTS

Brent Pryor: Brent is a rapid reader and reads everything he can get his hands on. Often he comes to class early to talk to you about his latest enthusiasm or some new information he has picked up. During class discussions, he tends to argue with his fellow students and question you about apparent inconsistencies.

His laboratory work is excellent, though he frequently wants to change the design or specifications of the job so it will be more interesting to himself. He doesn't work very well as a member of a group, but is usually found in the class or laboratory working by himself. You sometimes have to force him to stop when the period is over.

Paul Wymer: If Paul reads at all it is a comic book or sometimes a sports magazine. He likes to show what he is reading to his buddies and to talk about it with them. It is hard to get him to complete any assignment because he gets tired of it quickly and either wanders around or starts to talk to a friend. He does as little as he can because it really doesn't make too much sense to him.

He doesn't talk to you much except to ask what he has to do next in the job. While he is not really a behavior problem, he is tiring to you because he is always engaging in some form of horseplay with his friends, fiddling with a piece of equipment, or banging on something to make a little noise. When he is required to plan a project on his own, he hasn't an idea in the world about what he wants to do.

Lisa Engle: Lisa seems to be involved in everything that is going on around school. She is president of one organization and an officer of several others, and at the same time is active in the community. In her efforts to direct the work of others, her own work sometimes suffers from neglect. She misses class once in awhile because of other demands on her time.

She learns rapidly and can get a lot of work done in a short time. However, she is impatient with details, often skipping to the final problem without doing the steps leading up to it. This sometimes gets her in trouble. She reads rapidly and with comprehension, but her writing is deplorable because she becomes bored with the routine of writing. She prepares for tests, is concerned about her grades, and frequently asks you how her work compares with others.

Roy Stivers: Roy loves machines and tools and anything mechanical. He tinkers, adjusts, and operates every piece of equipment used in the program and knows a great deal about them. When something needs repairs, he volunteers to work on it. This sometimes takes too much time away from his required classwork, but he would rather do a complex repair job than read a page of text.

Normally quiet and even-tempered, he gets angry at other students when they misuse laboratory equipment. Class lectures don't do him much good, he never participates in discussions, and he doesn't comprehend the textbook materials. If he can be shown an operation in the laboratory, however, he can usually do an excellent job in the manipulative work.

Amy McGinnis: Amy is a bit older than the rest of the class because she dropped out of school for awhile and has now returned. She works part-time, has family responsibilities, and sees her school work as a way of helping her to get out of a dead-end job. Sometimes tired when she comes to class, she nevertheless persists doggedly and generally keeps up with the others.

She has to read her textbook assignments several times in order to learn the material, but once learned she seems to remember fairly well. Her written work shows a limited vocabulary and ability to express ideas, and she makes some mistakes in spelling and sentence structure. The other members of the class respect her because of her experience, but she would rather associate with you.

Diagnose the instructional needs of four of the students described in the Characteristics of Your Students, and write a brief description of those needs based upon each student's learner characteristics.

Select a student performance objective in your occupational specialty, and prepare **one** detailed lesson plan for achieving the objective you have selected. In your plan, include an explanation of the materials and techniques you will use to meet the needs of the four slower and more capable learners whose needs you diagnosed. Your plan should also meet the needs of the "average" learners in your class. Instead of developing a lesson plan, you may select a lesson plan that you have previously developed, and adapt that plan, giving special attention to meeting the needs of the slower and more capable learners with whom you are working.

After you have developed your lesson plan, arrange to have your resource person review your diagnoses and evaluate the adequacy of your plan in meeting the special needs of the slower and more capable learners you identified. Give him/her the Planning Checklist, pp. 23–24, to use in evaluating your work.

You may wish to have your resource person review the overall adequacy of your plan. He/she could use the Teacher Performance Assessment Form in Module B–4, *Develop a Lesson Plan*, as a guide.

NOTES

PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
Slower Learners				
Materials and techniques were provided in the plan that were appropriate for the slower learners':				
1. reading level and comprehension	☐	☐	☐	☐
2. need for real experiences, concrete examples, clear visual illustrations, or memory devices	☐	☐	☐	☐
3. need for manipulative or hands-on exercises	☐	☐	☐	☐
4. generally restricted communication skills	☐	☐	☐	☐
5. learning rate	☐	☐	☐	☐
6. motivation to succeed and need for reward and reinforcement	☐	☐	☐	☐
7. attention span and ability to concentrate	☐	☐	☐	☐
8. need for direction	☐	☐	☐	☐
9. need to learn by small steps	☐	☐	☐	☐
10. ability to profit from repetition and drill	☐	☐	☐	☐
The materials and techniques selected:				
11. were consistent with the needs of the students as identified in the diagnoses	☐	☐	☐	☐
12. would aid the students in meeting the lesson objectives	☐	☐	☐	☐

More Capable Learners

	N/A	No	Partial	Full
Materials and techniques were provided in the plan that were appropriate for the more capable learners':				
13. need for learning materials at their level	☐	☐	☐	☐
14. response to challenge, pressure, and expectations	☐	☐	☐	☐
15. independence and initiative	☐	☐	☐	☐
16. general competitiveness and aggressiveness	☐	☐	☐	☐
17. ability to provide leadership	☐	☐	☐	☐
18. need for creative and varied experiences	☐	☐	☐	☐
19. ability and need to communicate with others	☐	☐	☐	☐
20. response to critical evaluation	☐	☐	☐	☐
The materials and techniques selected:				
21. were consistent with the needs of the students as identified in the diagnoses	☐	☐	☐	☐
22. would aid the students in meeting the lesson objectives	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, revise your plan accordingly, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

In an **actual school situation,*** provide instruction for slower and more capable learners.

Provide instruction for the slower and more capable learners in a class you are responsible for teaching. This will include—

- identifying the students who may be slower or more capable learners
- diagnosing the individual instructional needs of those students, as well as those of the average learners
- selecting a student performance objective in your occupational specialty
- selecting, modifying, or developing a detailed lesson plan for accomplishing that objective
- including in your plan materials and techniques designed to meet the special needs of the slower and more capable learners
- presenting your lesson to the class

NOTE: Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time (e.g., two to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Your resource person may want you to submit your written lesson plan to him/her for evaluation before you present your lesson. It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.

Arrange in advance to have your resource person review your documentation and observe your lesson presentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in providing instruction for slower and more capable learners.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Provide Instruction for Slower and More Capable Learners (C–14)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
Slower Learners						
Materials and techniques were provided in the plan that were appropriate for the slower learners':						
1. reading level and comprehension	☐	☐	☐	☐	☐	☐
2. need for real experiences, concrete examples, clear visual illustrations, or memory devices	☐	☐	☐	☐	☐	☐
3. need for manipulative or hands-on exercises	☐	☐	☐	☐	☐	☐
4. generally restricted communication skills	☐	☐	☐	☐	☐	☐
5. learning rate	☐	☐	☐	☐	☐	☐
6. motivation to succeed and need for reward and reinforcement	☐	☐	☐	☐	☐	☐
7. attention span and ability to concentrate	☐	☐	☐	☐	☐	☐
8. need for direction	☐	☐	☐	☐	☐	☐
9. need to learn by small steps	☐	☐	☐	☐	☐	☐
10. ability to profit from repetition and drill	☐	☐	☐	☐	☐	☐
The materials and techniques selected:						
11. were consistent with the needs of the students as identified in the diagnoses	☐	☐	☐	☐	☐	☐
12. would aid the students in meeting the lesson objectives	☐	☐	☐	☐	☐	☐

More Capable Learners

	N/A	None	Poor	Fair	Good	Excellent
Materials and techniques were provided in the plan that were appropriate for the more capable learners':						
13. need for learning materials at their level	☐	☐	☐	☐	☐	☐
14. response to challenge, pressure, and expectations ...	☐	☐	☐	☐	☐	☐
15. independence and initiative	☐	☐	☐	☐	☐	☐
16. general competitiveness and aggressiveness	☐	☐	☐	☐	☐	☐
17. ability to provide leadership	☐	☐	☐	☐	☐	☐
18. need for creative and varied experiences	☐	☐	☐	☐	☐	☐
19. ability and need to communicate with others	☐	☐	☐	☐	☐	☐
20. response to critical evaluation	☐	☐	☐	☐	☐	☐
The materials and techniques selected:						
21. were consistent with the needs of the students as identified in the diagnoses	☐	☐	☐	☐	☐	☐
22. would aid the students in meeting the lesson objectives	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

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